Disadvantaged Students Report

Academic Year

2020-21

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PPG   Pupil Premium Grant

FSM   Free School Meals

LAC   Looked After Children

Post-LAC   Post – Looked After Children

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1. **What is the context for disadvantaged students, nationally and at the Bishops' Blue Coat Church of England High School?**

   1.1 Defining disadvantage

   Disadvantage, in educational terms is identified as students who are or have been eligible for Free School Meals (FSM) within the last six years. It extends to:

   - Students who have been in local authority care for at least one day
   - Students who have left local authority care due to adoption, a special guardianship order or a child arrangements order
   - Students who are recorded as a Service Child or in receipt of a child pension from the Ministry of Defence

   The gap in performance between students from poor and rich backgrounds is relatively large in the UK and there are many regional differences and school variables which further complicate the situation.

   The coalition government in 2010 introduced the Pupil Premium Grant which was first implemented in schools in September 2011. The grant awards the following to each of the aforementioned groups:

Ever 6 Free School Meal children	£935
Looked after children (LAC)	£2300
Post-looked after children (post-LAC)	£2300
Ever 6 service children	£300

Table 1 Rates for eligible students
NB Rates for LAC and Post LAC have increased from 1900

   It is up to schools to determine how best to spend the pupil premium grant as they are best placed to understand the education needs of their eligible students.

   The allocation of funding is determined from the January census and funding is provided April to March. Funding for Looked-After Children is under the control of the Virtual Head who will determine allocation. Full or partial payment will vary between Local Authorities. With this is mind, the Virtual School is responsible for measuring impact.

   Whilst there is no stereotypical marker for disadvantage there are many educational strategies which can help disadvantaged students catch up to their non-disadvantaged peers.

   1.2 Disadvantaged students by cohort 2019-20 and 2020-21

Year in 2019-20	Number disadvantaged	Number non-disadvantaged	Percentage
7	25 (FSM only)	180	14%
8	32	147	22%
9	46	118	39%
10	29	150	19%
11	25	149	17%
TOTALS	**157**	744	
Disadvantaged = 21%			

Table 2 Disadvantaged students by cohort 2019-20

Year in 2020-21	Number disadvantaged	Number non-disadvantaged	Percentage
7	37	172	18%
8	32	178	15%
9	31	149	17%
10	37	119	24%
11	28	143	16%
TOTALS	**165**	**761**	
Disadvantaged = 18%			

Table 3 Disadvantaged students by cohort 2020-21

1.3 Pupil Premium Grant (PPG) income

The allocation of funding is determined from the January census and funding runs from April to March. Year on year allocation is as below:

2018-19	2019-20	2020-21
£147,730	£144,000	£167,230

Table 4 Pupil Premium Grant from 2018 to now

2. What are the attainment gaps between our disadvantaged students and their non-disadvantaged counterparts?

2.1 Attainment, achievement and attendance gaps by cohort

2.2.1 Year 11 cohort 2018-19 and 2019-20

	2018-19 gap (ASPS)	2019-20 gap (CAGs)
% 9-4	-13%	-13%
P8	-0.19	-0.53

Table 5 Prior Year 11 cohort gaps

2.3 Current cohorts

	% 9-4	
Year	**2019-20 gap**	**2020-21 gap (projected)**
7 (core only)	-	-
8	-18%	-4%
9	-3%	+5%
10	-14%	-11%
11	-13%	-22%

Table 6 Attainment gaps by cohort based on Spring data and CAGs

	Progress to target / P8	
Year	**2019-20 gap**	**2020-21 gap (projected)**
7 (core only)	-0.20	-
8	-0.17	-0.20
9	-0.24	-0.17
10	-0.26	-0.24
11	-0.53	-0.26

Table 7 Achievement gaps by cohort based on Spring data and CAGs

3. To what extent have the strategies to close the gap been effective in 2019-20?

3.1 Distribution of PPG by cohort

Year	% PPG
7	21%
8	19%
9	11%
10	20%
11	29%

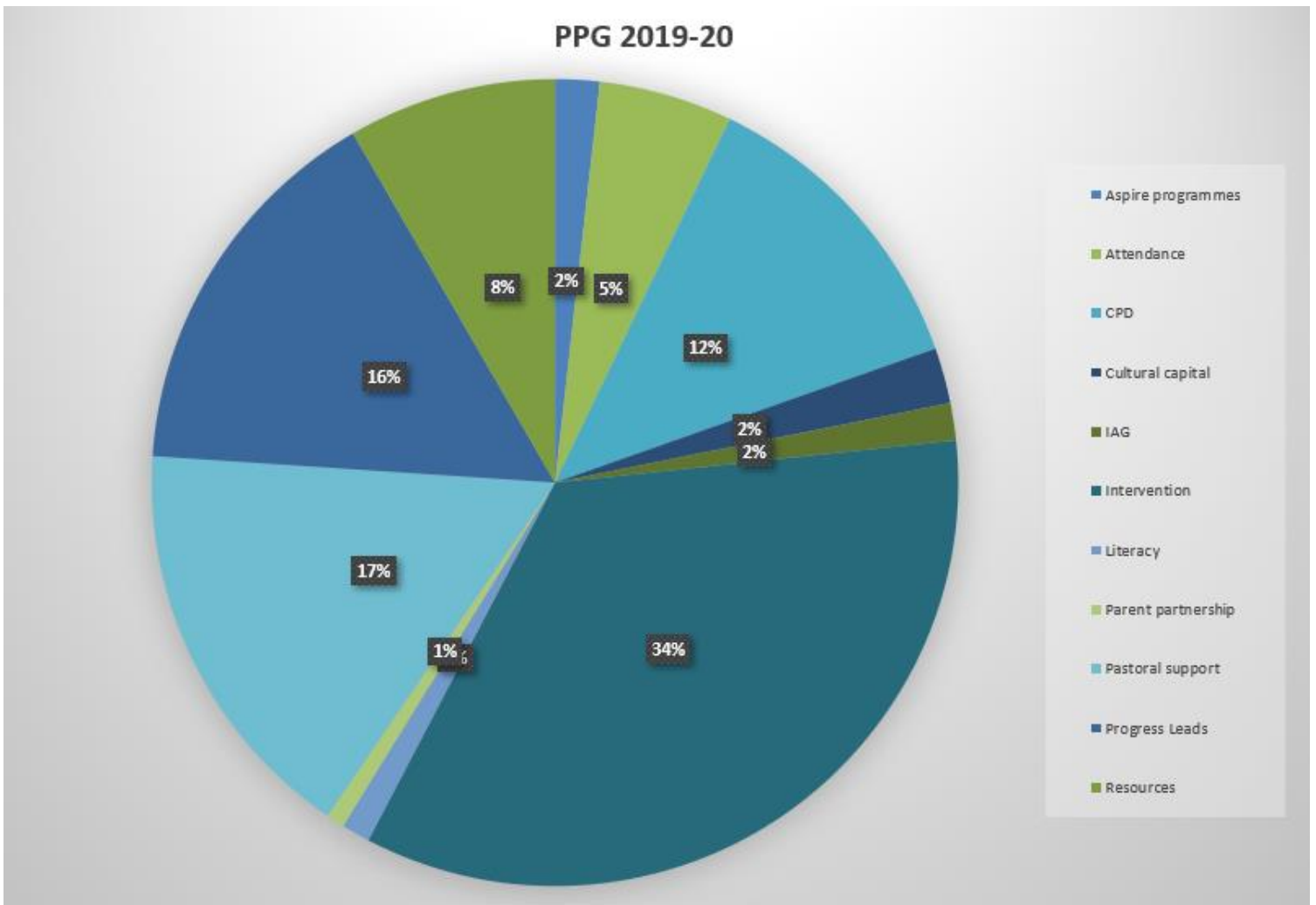*Table 8 Distribution of PPG by cohort 2019-20*

3.2 PPG expenditure 2019-20

Figure 1 Pupil Premium Expenditure 2019-20

Spending of the Pupil Premium Grant falls into 11 key areas:

1 Aspirational programmes
2 Attendance
3 CPD
4 Cultural capital
5 Information and Guidance
6 Intervention
7 Literacy
8 Parent partnership
9 Pastoral support
10 Progress leads
11 Resources

3.3 Measuring the impact of the objectives

Strategy	Key area	Year group	Impact	RAG
Action 1: The strategy of 'disadvantaged first' permeates school culture so that a culture of high expectations is consistent. (SDP 1)				
1.1 The moral purpose of staff at Bishops' is to enhance the life chances of this group, through raised aspirations, engagement, effort and outcomes. High expectations are supported through positive relationships and the school's Christian ethos.	3	7-11	Disadvantaged First permeates all areas of Bishops' from classrooms to home learning to social inclusion meetings and attendance. • An average of 25.3% of students accessing the key worker provision from March were PP	G
1.2 Strategies from the TIPP/bookmark are used effectively to diminish differences through QFT.	3	7-11	• 100% of lesson observations show that all staff know their disadvantaged students, cater for them in their seating plans.	G
1.3 The curriculum principles are keenly applied to this group to ensure a secure, purposeful and progressive learning journey.	3, 6, 10	7-11	• 100% of Year 9 and Year 11 PP students were guided though their Year 9 options and post-16 destination choices.	G
Action 2: Teachers and middle leaders are equipped with a full toolkit, to diminish the differences in the classroom, department and beyond, through evidence-based practice. (SDP 1.1)				
2.1 Passports and contextual data is used consistently so that students can first be known, then nurtured, then inspired.	3,10	7-11	100% of PP students have a passport that is annually updated.	G
2.2 Middle leaders routinely and effectively evaluate the quality of education for this group: - RAP meetings - Department reviews - Quality assurance reports	3,10	7-11	100% of RAP meetings include an agenda item focussed exclusively on PP attainment and progress with impact of prior interventions discussed.	G
2.3 SIMS Intervention is routinely used across all teams to plan effectively for SMART and intervention so that barriers are removed, motivation is enhanced and learning is accelerated to lead to better outcomes and life chances.	3,10, 11	7-11	97% of interventions recorded and measured in a central system which aids cross-team planning and impact measurement.	G
Action 3: An ongoing dialogue between students, parents, teachers and leaders enables greater attendance, impact and improved outcomes. (SDP 1.2, 3.1)				
3.1 Progress leads effectively monitor, support and encourage this group, sharing best practice across teams to raise achievement for the individual.	10	7-11	Both progress leads monitored, tracked, analysed and advised subjects and form tutors on increasing progress for this group. Two project cohorts were in place – Y9 partially completed, Y8 TBC in Y9. Destinations and cultural capital agendas were furthered.	A
3.2 Pastoral and progress teams work closely together to ensure increased attendance at school and key events. Data is used effectively as evidence for practice.	2,8	7-11	Disadvantaged First attendance strategy designed and communicated with Governors, SLT, Middle Leaders, staff body, student body and parents. Relevant elements TBC 2020-21.	A
Action 4: SIMS is used as a powerful tool to plan and measure impact of high quality interventions for students who require further support, with early intervention a key priority. (SDP 2.1)				

4.1 Staff are trained to use SIMS intervention and key interventions are evaluated regularly, in line with the progress calendar so that disadvantaged students' attendance, attainment and achievement improves as a result of the removal of barriers to learning.	1,2,3, 4,5,6, 7,11	7-11	The PP, SEND, Core and Pastoral teams are all trained on SIMS intervention.	G
4.2 Capacity for intervention is enhanced through creative use of resources, redeployment of funds where possible and enlisting volunteers.	1,7	7-10	Digital resources purchased cost-effectively by purchasing 3 year subscriptions for evidence-based resources. • 20% exceeded and 48% met targets for Tassomai usage • Core form intervention had 100% PP students achieve target in Maths, 66% in English and 60% in Science. • 100% low ability PP readers on Reading Buddies programme with volunteer 6th formers Pastoral link calls to keep in touch weekly kept within a core PP team. This led to 65% of Y8 PP, 50% of Y9 PP, 44% of Y10PP engaging consistently well in their learning form home period.	G

Action 5: Metacognition is developed with a select group of disadvantaged students so they are supported to have greater readiness to learn, pride in work and detailed and sequenced learning.(SDP 2.2)

5.1 Steps to success stickers are implemented, with form tutors as the gatekeeper. Key skills are targeted so that all teachers of any given underachieving disadvantaged student are all working together to instil the same skill. Form tutors check books across subjects at half termly intervals.	1,3,7, 10	7-11	TBC – need to continue to improve the metacognition of disadvantaged students.	R
5.2 The Progress Hub trains vulnerable disadvantaged students to plan, organize, revise, self-assess so that they are supported to cope with particular challenges.	1,11	7-11	Discontinued due to learning from home period.	R

Action 6: Enrichment and extra-curricular activities provide a wide range of opportunities for disadvantaged students so that their personal development is enhanced.(SDP 4.2)

6.1 Extra-curricular and enrichment opportunities are tracked for attendance to ensure the gap between disadvantaged and non disadvantaged experiences beyond the classroom is reduced. Aspirational and cultural capital opportunities will be prioritized e.g. STEM, cultural visits.	1,4	7-11	Year 9 PP students participated in a project cohort designed to increase participation in STEM subjects and lead to an iFLY trip. • Strong relationships built with facilitator • Although programme was truncated, 14% exceeded their STEM grades and 64% improved.	A
6.2 Funding for disadvantaged students' take up of the above to be more transparent, to increase participation.	8	7-11	TBC – need to raise the participation of disadvantaged students in cultural capital activities.	R

Action 7: Disadvantaged students progress well as a result of a broad, balanced, accessible KS3 curriculum which develops skills and knowledge as well as broader curriculum principles. (SDP 5.2)

7.1 Gatsby benchmark 4 incorporated into core curriculum areas link curriculum to possible pathways and destinations so that students can aspire to achieve.	1,5	7-11	All core subjects have Gatsby benchmark in a least 1/3 of their schemes of work.	G

Table 9 Evaluation of strategies to close the gap

4. What are the identified areas and actions that would close the gap for 2020-21?

4.1 Actions

As the DfE's research report of November 2015 suggests, no one strategy will led to a closing gap. For the academic year 2020-21, the focus is on the following actions, which dovetail into the school's development plan and overarching priorities:

1. The strategy of 'disadvantaged first' permeates school culture across all teams so that a culture of high expectations is embedded.
2. Teachers and middle leaders are equipped with a full toolkit, to diminish the differences through evidence-based practice; clear of the most vulnerable and their specific needs.
3. Disadvantaged students are motivated and engaged to attend school and make good progress.
4. Disadvantaged students are equipped to learn and self-actualise in all learning settings.
5. Parents of disadvantaged students are equipped to help their children to learn at home and consider each stage of their 7 year journey.

4.2 Distribution of PPG by cohort

Year	% PPG
7	22%
8	22%
9	23%
10	14%
11	23%

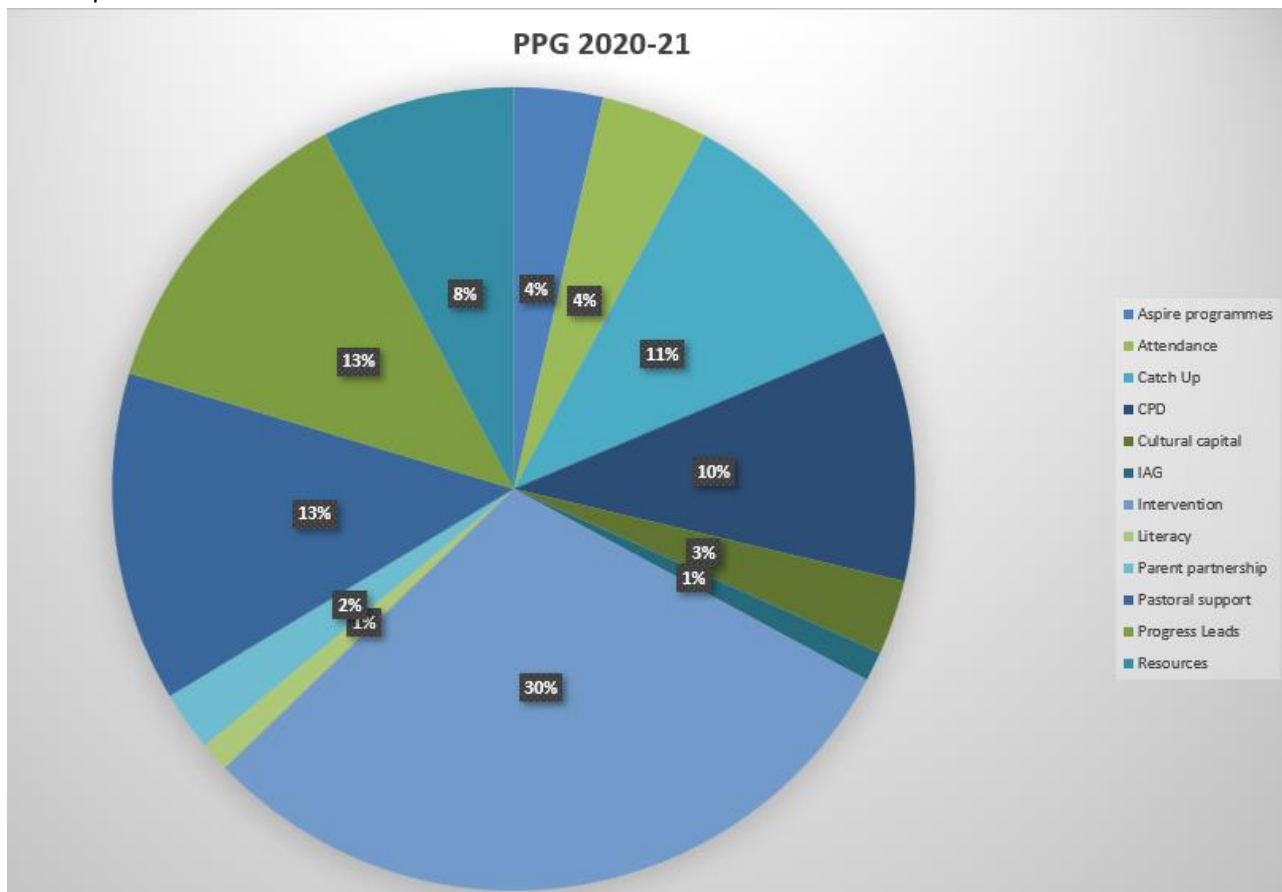*Table 10 Distribution of PPG by cohort 2020-21*

4.3 PPG expenditure 2020-21

Figure 2 Pupil Premium Expenditure 2019-20

4.4 How will these actions be implemented?

Strategy	Key area	Year group	Specifics	RAG
Action 1: The strategy of 'disadvantaged first' permeates school culture across all teams so that a culture of high expectations is embedded.				
1.1 Disadvantaged students are known, nurtured and inspired through high quality planning, support, intervention, mentoring, guidance and teaching.	1,2,3,5, 6,7,10	7-11	• Satchel: seating plans, tracking groups, differentiation • Continuity of education for disadvantaged students • Target setting and action plans • Attendance, pastoral and academic interventions	
1.2 Disadvantaged students and their parent/carers have high expectations for their study skills, attainment and progress.		7-11	• Independent learning support • Technology and accessibility support • Academic mentoring	
1.3 Disadvantaged students and their parent/carers have high expectations for their future courses, destinations and career choices.		7-11	• IAG • Destinations support • Portfolio building • The Edge	

Action 2: Teachers and middle leaders are equipped with a full toolkit, to diminish the differences through evidence-based practice; clear of the most vulnerable and their specific needs.				
2.1 Teachers and middle leaders differentiate between FSM and PP in their analysis of attainment and progress and are trained to identify sub groups to close the gap more precisely.	3,10	7-11	• CPD • Know Your Class Sheets	
2.2 Teachers and middle leaders are supported in planning QFT and Catch-UP strategies to close the gap across all subjects.	3,6,7,11	7-11	• Teams QFT strategies • Ignites • Latest evidence and research • Case studies • Student voice	
Action 3: Disadvantaged students are motivated and engaged to attend school and make good progress.				
3.1 Disadvantaged students are mentored to engage and motivated to succeed through 1:1 mentoring, a robust reward system, praise and certification.	1,2,3,8,9,10,11	7-11	• Form mentoring programme • Disadvantaged First BESt • Parent /student comms • Student voice • Rewards and celebration	
3.2 Project cohorts (selected students) are in place for KS3, to follow a programme of study which links curriculum and skills with new opportunities – bringing the outside in.	1,2,4,5,7,8,10	7-9	• External facilitator • STEM, Creatives, EPQ • Careers • Cultural capital	
3.3 Continuity of safeguarding is in place to ensure the most vulnerable students continue to receive high quality teaching, nurture and support.	2,3,9	7-11	• Key Worker school • Link calls • Pastoral support • Transport	
Action 4: Disadvantaged students are equipped to learn and self-actualise in all learning settings.				
4.1 Disadvantaged students have the resources needed to be ready to learn.	2,11	7-11	• Stationery, course books, specialist equipment, ingredients, uniform.	
4.2 Disadvantaged students are equipped with the technology, accessibility and software know-how to fully engage in independent learning; this, hand in hand with paper-based resources and planning skills.	2,11	7-11	• Revision guide bundles • Training and tracking • 1:1 mentoring	
4.3 Lexia supports the reading development of all low ability readers, feeding into the English curriculum and beyond.	7,6,11	7-9	• Lexia • Intervention teacher	
4.4 Students develop a resilience toolkit to help them overcome difficulties and make progress.	1,9	7-11	• Form time / L4L • CPD • PSOs	
Action 5: Parents of disadvantaged students are equipped to help their children to learn at home and consider each stage of their 7 year journey.				
5.1 Parent partnership programme developed virtually.	8	7-11	• Access to digital resources • Literacy at home • Transition and destinations • Sleep and nutrition • Virtual events	
5.2 Information and guidance programmes has a 'disadvantaged first' approach which engages FSM families first.	5,8	8-11	• Year 6 transition • Y9 options • Y11 post 16 destinations • Y13 post 18 destinations	

Table 11 Key objectives for 2020-21 to close the attainment gap

4.1 The closing the gap journey

Whilst these objectives are integral to closing the attainment gap, there are some basics that continue to be adhered to and improved:

1) Ethos of high expectations
2) Addressing attendance and behaviour
3) Establishing high quality teaching
4) Use of research-based evidence
5) Supporting students' social and emotional needs alongside their academic needs
6) Providing additional catch up learning throughout the day.

illustration of schools' pathways to success in raising the attainment of disadvantaged pupils

Stage of Development

BASIC

Promote ethos of achievement for all

Address attendance and behaviour

Establish quality teaching and develop TAs

Engage with external evidence of what works and choose appropriate strategies

Support pupils' social/emotional needs alongside teaching and learning strategies

Provide additional learning support during the school day

INTERMEDIATE

Address individual pupil learning needs

Ensure all strategies are being implemented to a high standard, including through staff training

Help all staff to use data effectively and make evidence-based decisions

Allocate time for joint staff planning and review

Instil accountability for raising attainment at all levels of the school

Improve engagement with families

EMBEDDED

Support metacognition and independent learning

Introduce collaborative and peer learning

Assess pupils' attainment on entry and intervene early to address learning needs

Ensure Assessment for Learning systems are embedded

Constantly review impact of interventions and modify them

Share learning between staff

CONTINUED DEVELOPMENT

Set even higher expectations for all pupils

Develop existing strategies still further

Work with neighbouring schools to raise standards

Learn from and contribute to national networks

Staff continue to learn, develop ideas and improve attainment for all
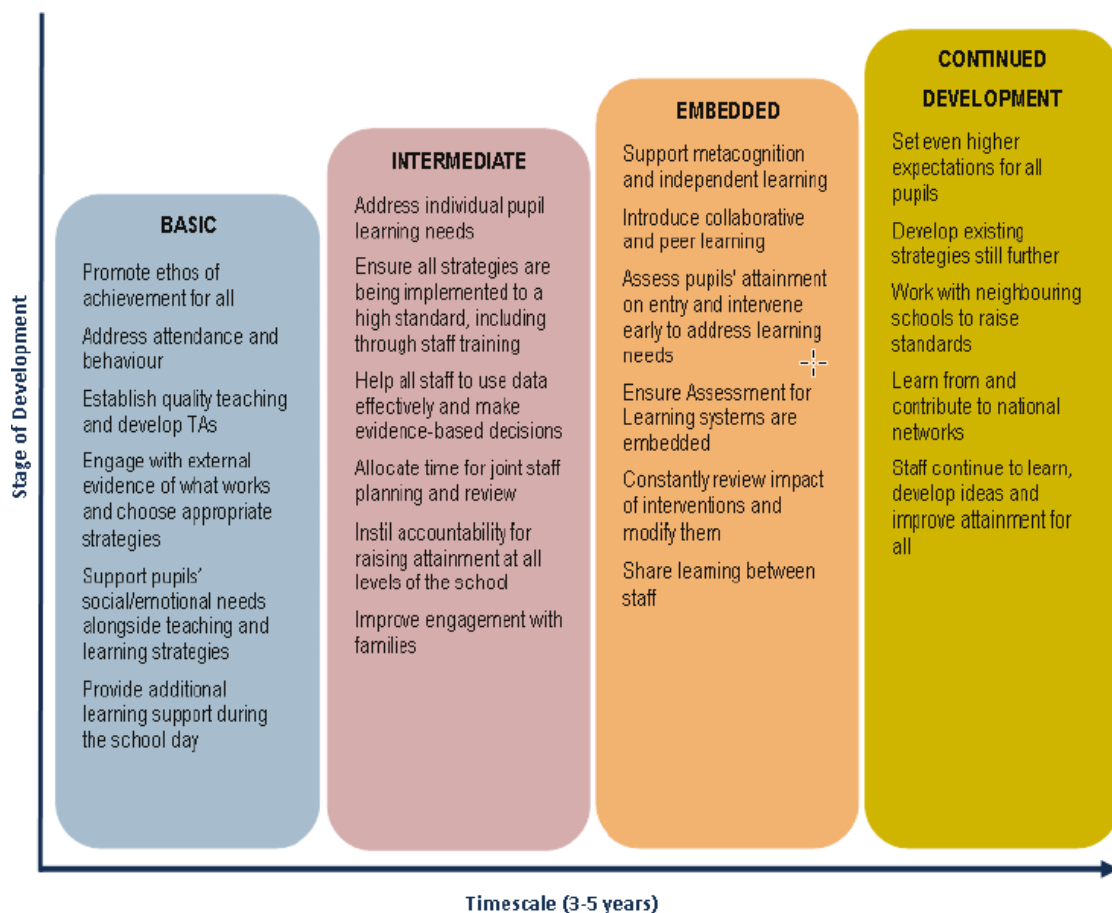
Timescale (3-5 years)

Figure 3 An illustration of a schools' pathways to success in raising the attainment of disadvantaged pupils.